

Psyc 8005 Human Science Methodologies
University of West Georgia / Psychology
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Instructor:

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INTRODUCTION

“Anyone who wants to know the human psyche will learn next to nothing from experimental psychology. He would be better advised to abandon exact science, put away his scholar's gown, bid farewell to his study, and wander with human heart throughout the world. There in the horrors of prisons, lunatic asylums and hospitals, in drab suburban pubs, in brothels and gambling-hells, in the salons of the elegant, the Stock Exchanges, socialist meetings, churches, revivalist gatherings and ecstatic sects, through love and hate, through the experience of passion in every form in his own body, he would reap richer stores of knowledge than text-books a foot thick could give him, and he will know how to doctor the sick with a real knowledge of the human soul.”

-- Carl Jung

Human science research is at a distinct place and time in the history of the social sciences. Norman Denzin and Yvonna Lincoln identify the history of the field as one characterized "more by breaks and ruptures than by a clear, evolutionary, progressive movement from one stage to the next...moving farther and farther away from grand narratives and single, overarching ontological, epistemological, and methodological paradigms" while imagining a future characterized by "a continued performative turn in qualitative inquiry". This future is now, the seventh moment, characterized by social sciences, humanities, and educational fields becoming sites for critical conversations about race, gender, class, nation, freedom, and community. Becoming qualitative researchers means examining the theories, paradigms, and techniques that surround this mode of inquiry, while simultaneously entering into study about and dialogue with communities whom we engage to answer their (and our own) questions.

This course has a twofold purpose: 1) to expose you to the knowledge base, tradition, and theory of human science research and 2) to offer you a real opportunity to practice qualitative research. In exposing you to the discipline and inquiry of qualitative research, I intend to provide opportunities for us to develop critical conversations about the nature of qualitative research as you develop a grounded knowledge of the use of qualitative research methodology. This course will allow you to explore theoretical underpinnings, controversies and debates, as well as consider methodological strategies in preparation for designing a research project and writing it up for presentation to colleagues in the field. The opportunity to practice qualitative research is intended to contribute to your thinking about various epistemological, methodological, and intellectual considerations in doing human science research.

COURSE OBJECTIVES

“The world does not speak. Only we do. The world can, once we have programmed ourselves with a language, cause us to hold beliefs. But it cannot propose a language for us to speak. Only other human beings can do that.”

-- Richard Rorty

- Understand the historical traditions that have shaped human science research in the social sciences
- Appreciate the core distinctions between quantitative and qualitative modes of inquiry

- Understand and take a position on the most salient debates and controversies within qualitative research
- Articulate a nuanced understanding of several varieties of qualitative research, e.g., critical discourse analysis, interpretive phenomenological analysis, ethnography, participatory action research, grounded theory, narrative analysis, and mixed-methods research.
- Specific understanding and application of qualitative methodology through the completion of a pilot research project .
- Understanding the role of researcher subjectivity and reflexivity in relation to the research project.
- Ability to analyze and critique research design and findings; Ethics

EVALUATION

The questions which one asks oneself begin, at last, to illuminate the world, and become one's key to the experiences of others. One can face in others what one can face in oneself.

-- James Mark Baldwin

Reflection Summaries & Data Analysis Homework Assignments (140 pts total/ 20 pts each)

A reflection summary is a 1-2 page (aim for 750-1,000 words) typed, single-spaced, 12 font, 1 inch margins thought essay on provocative ideas from the readings. A reflection summary will be due EACH SUNDAY by 8pm (emailed to me no later than 8pm on the Sunday before the next class). There are 12 possible and you must do 7. The reflection summary must pertain to the readings for the upcoming week. In other words, do not turn in a reflection summary for readings we have already discussed. The reflection summary should be a combination of expository (summarizing, clarifying) and critical (questioning, integrating, extending) writing. I want each of these sections separated clearly with the headers “expository” and “critical reflection”. At the very end of your reflection summary, you must pose 1 question that intrigues you that you think we might use in class discussion. Late papers will lose 5 pts per 24 hrs that they are late.

At times, instead of doing a Reflection Summary, you will do a Data Analysis Homework assignment that will be modeled on data sets and analytical methods that have been discussed in class. Directions for these will vary and will be explained in class.

Grading Rubric:

- 18-20 = Exemplary expository and critical reflection; no problems
- 15-17 = Solid work in both areas; minor problems
- 10-14 = One area (expository or critical) is weak or missing
- 9 or less = Both areas are notably underdeveloped or missing

Qualitative Research Project (100 pts)

Your qualitative research project will take the form of a) a final 8-10 page paper (single spaced, not including data and appendices) and b) an in-class presentation in front of your peers on empirical qualitative data (either that you collect or already existing data) and c) presentation of it (in whatever form it is in) at SPARC in April or in class (depending on which semester this class is offered). The presentation aspect is required; you will receive 50 pts for presenting. A one-page (single-spaced) summary of your proposal will be turned in ahead of time (see schedule for date).

Methodological Show and Tell (50 pts)

During a class late in the semester (see course schedule), we will open the floor for each of you to bring in and discuss a qualitative methodology that you personally find interesting and relevant

given your interests. It must be a methodology not already covered in class. You are to prepare a short (10 min) discussion/show-and-tell of it. You are required to supply the class with a bibliography of relevant readings that detail the methodology, as well as a copy of your notes/presentation.

Class Participation (50 pts)

At the beginning of the semester, we will divide the readings among the students. Each student will be responsible for presenting in class twice. “Responsible” means **facilitating** a class discussion on the day that we are scheduled to discuss those readings. On the day you are facilitating class discussion, you are expected to bring in some type of handout, worksheet, audio/video clip, etc. to facilitate discussion or illustrate your ideas. These “props” are required and will be turned in to me. See schedule for sign-up slots. In addition, regular attendance (regular = no more than 2 absences; see below for consequences for missing additional classes) and progressively active participation in this class is essential. The class is a very hands-on class that will require active and enthusiastic participation in order for everyone to learn. Active participation will include open acceptance and encouragement of other’s views.

- 0-2 absences = No penalty
- 3 absences = Best grade you can receive is a B
- 4 or more = Best grade you can receive is a C

GRADE SUMMARY:

Reflection Summaries/Data Analysis Assignments :	140 pts (20 pts each)
Qualitative Research Project (& Presentation):	100 pts
SPARC / class presentation	50 pts
Methodological Show-and-Tell	50 pts
Class Participation/Facilitation:	50 pts
Perfect attendance	<u>10 pts</u> (non-perfect = 0)
Total points possible:	400 pts

CLASS READINGS & MATERIALS

“Language enters life through concrete utterances, and life enters language through concrete utterances”
Mikhail Bakhtin

Camic, P. M., Rhodes, J. E., & Yardley, L. (2003). *Qualitative research in psychology: Expanding perspectives in methodology and design*. Washington, DC: American Psychological Association.

Wertz, F.J., et. al. (2011). *Five Ways of Doing Qualitative Analysis. Phenomenological Psychology, Grounded Theory, Discourse Analysis, Narrative Research, and Intuitive Inquiry*. New York: The Guilford Press.

A corpus of additional required (and recommended) readings will be emailed to you.

You will need a digital tape recorder. Buy one or borrow one. You will need to do the following within the first 3 weeks of class: **Conduct an interview with somebody where you ask them to talk about/describe a momentous life event (length of interview should be 15-20 min max).**

COURSE SCHEDULE

"The primary human reality is persons in conversation"
Rom Harré

CRY = Camic, Rhodes, Yardley book

Wertz = Wertz book

I. Theoretical Issues in Human Science Research

AUG 14 – OPENING REMARKS

AUG 21 --INTRO + SOCIAL CONSTRUCTIONISM / HERMENEUTICS

Fish, S. -- *Is there a Text in this Class?*

Gergen, K – *An Invitation to Social Construction*

Packer, M. – *Hermeneutic Inquiry in the Study of Human Conduct*

Wertz - *Chapter 1*

AUG 28 -- EPISTEMOLOGICAL ISSUES IN QUALITATIVE RESEARCH

Presenters: _____ & _____

CRY – Chapters 1-4 (p. 3-69)

Wertz -- Chapter 3

Optional:

Patton, M – Ch. 1, *The Nature of Qualitative Inquiry*

Patton, M – *Top Ten Pieces of Advice to a Graduate Student...*

** Digitally-recorded interview must be conducted by this date

II. Towards a (New) Vocabulary for Understanding Qualitative Research

SEP 4 -- ISSUES OF VALIDITY, RELIABILITY, GENERALIZABILITY

Presenters _____ & _____

Kvale, S. – Ch. 13, *The Social Construction of Validity*

Patton, M – (only pp. 581-588) of Ch. 9, *Enhancing the Quality and Credibility...*

Silverman – Ch. 7, *Validity and Reliability*

SEP 11 -- METHODOLOGICAL TRADITIONS OVERVIEW & "THE TERESA TEXTS"

Presenters: _____ & _____

Wertz - Chapter 2 and 4

** Research Question Due in class -- discuss

III. Varieties of Qualitative Methods

SEP 18 -- ETHNOGRAPHY (EG) AND AUTOETHNOGRAPHY (AE)

Presenters: _____ & _____

CRY – Ch. 12 (Ethnography)
Olson -- *The Role of Voice in the (Re)Construction of a Battered Woman's Identity* (AE)
Rambo – *Impressions of Grandmother* (AE)
Hollander – *Am I Allright?* (AE)
Ellis -- *Grave Tending: With Mom at the Cemetery* (AE)

Optional:

Alim et. al. -- *Moving the crowd, 'crowding' the emcee: The coproduction and contestation of black normativity in freestyle rap battles* (will email)
Atkinson et al.. – Ch. 8, *Ethnomethodology & Ethnography* (critique of EG!!)
Atkinson et al.. – Ch 23, *The Ethics of Ethnography*
Atkinson et al.. – Ch. 25, *Ethnographic Interviewing*
Atkinson et al.. – Ch. 26, *Narrative Analysis in Ethnography*
Atkinson et al.. – Ch. 33, *Postmodernism, Post-structuralism and Post-critical Ethnography: of Ruins, Aporias, and Angels*

SEP 25-- PARTICIPATORY ACTION RESEARCH (PAR)

Presenters: _____ & _____

CRY - Ch. 10 (PAR)
Fine & Torre, 2004 (PAR)

Optional:

Kidd & Krall, 2005 (I will email) (PAR)

No class Oct 2 – enjoy Fall Break

OCT 9 – DESCRIPTIVE PHENOMENOLOGICAL ANALYSIS (DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

CRY – Giorgi, A.P. – Ch. 13, *The Descriptive Phenomenological Psychological Method*
Wertz - Ch. 5

OCT 16 -- GROUNDED THEORY (GT)
(DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

CRY – Henwood & Pidgeon – Ch. 8, *Grounded Theory in Psychological Research*
Wertz - Ch 6 (Charmaz chapter)
Hot Monkey Sex class demonstration (what all methods have in common)

optional: Van Vliet (2008) – *Shame and Resilience in Adulthood: A GT Study* (I will email)

**** Research Proposal Due in class**

OCT 23 – CRITICAL DISCOURSE ANALYSIS (CDA)
(DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

CRY – Potter, J. – Ch. 5, *Discourse Analysis and Discursive Psychology*
Wertz - Ch. 7 (McMullen chapter)
Wetherell, Taylor, Yates – Ch. 5, *Analysing Masculinity: Interpretive Repertoires, Ideological Dilemmas...*

Optional:

Wetherell, Taylor, Yates – Ch. 4, *The Construction of M.E.: The Discursive Action Model* (excellent article)

Wetherell, Taylor, Yates – Ch. 1 *Locating and Conducting Discourse Analytic Work*
Wetherell & Edley, *Negotiating Hegemonic Masculinity: Imaginary Positions...*

[see also: any of Korobov's publications on his UWG webpage; they all reflect CDA as well as conversation analytic methods]

OCT 30 -- NARRATIVE ANALYSIS
(DATA-ANALYSIS HOMEWORK)

Presenters: _____ & _____

Wertz - Ch. 8 (Josselson chapter)
Ochs & Capps – *Living Narrative (Ch. 1)*
Moissinac -- "*Mr. Lanoé hit my mom*"

Optional

Bucholtz -- *'It's different for guys': Gendered narratives of racial conflict among white California youth* (will email)

McAdams et al. – *Continuity and Change in the Life Story* (will email) ****represents a mixed-methods approach to narrative research.**

Korobov –*Mitigating the seriousness of romantic problems.* (email me to get)

Nov 6 -- INTUITIVE INQUIRY & METHODOLOGICAL SHOW & TELL

Presenters: _____ & _____

Wertz - Ch. 9 (Anderson Chapter)

Wertz - Ch. 10-11 (Comparing the Methods; Participant's Response)

V. Data Collection Techniques

NOV 13 -- ETHNOGRAPHIC NOTE-TAKING, INTERVIEWS, FOCUS GROUPS, AND HYBRIDS

*finish up previous class work, if needed

[In-class interviewing; review of tapes]

Presenters: _____ & _____

Kvale, S. – Ch. 1 (pp. 3-7 only), *Interviewing as Research*

Kvale, S. – Ch. 7, *The Interview Situation*

Wilkinson, S. – *Focus Groups: A Feminist Method*

Optional:

Kvale, S. – Ch. 10, *The 1,000 Page Question*

Atkinson et al – Ch. 24, *Participant Observation and Fieldnotes*

VI. Presentations

NOV 20 -- CLASS PRESENTATIONS OF QUALITATIVE RESEARCH PROJECTS

Dec 4 -- finish class presentations (final papers due in class)